

University of Calgary  
Werklund School of Education  
Office of Graduate Programs in Education

EDER 679.33 L01  
Leading Citizenry in a Digital Age  
MEd Interdisciplinary Studies  
Spring 2018



**Instructor:** Amber Hartwell (Mazur)  
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**Term Dates:**  
May 14 – June 26, 2018

**COURSE DESCRIPTION:**

In this course, students will examine the evolutionary nature of social networks, digital citizenship and the complexities of leadership and fostering citizenry in the digital age. Students will formulate a responsive and empowering model of digital citizenship that will enable high quality teaching, learning with the safe and ethical use of technology, while engaging in careful consideration and critique of the issues and challenges facing today's schools.

**LEARNER OUTCOMES:**

By the end of this course, students should be able to:

- Build scholarship and leadership capabilities through reading, reflection, dialogue, and research
- Engage in knowledge-building discourse with peers to discuss, debate and negotiate community understandings about the implications of technological/digital literacy practices in contemporary classrooms
- Examine the positive and negative implications of social networks
- Formulate a rationale for developing a model or tool to address the safe and ethical use of technology
- Analyze conditions for nurturing digital citizenry in educational and professional environments

**COURSE DESIGN AND DELIVERY:** fully online

This course will take place online via Desire2Learn (D2L) and Adobe Connect.

**Synchronous Seminars:**

There will be two synchronous Adobe Connect sessions throughout the term. Each session will be scheduled for two hours, and will be recorded. Additional individual or small group Adobe Connect sessions may be scheduled with the instructor as needed. Our synchronous sessions are scheduled for the following dates and times:

- Tuesday, May 15<sup>th</sup>, 2018 at 6pm (MST)
- Tuesday, June 19<sup>th</sup>, 2018 at 6pm (MST)

This method provides for excellent opportunities to discuss and debate technological literacies and emerging technologies. However, it also demands a high level of commitment to post in the asynchronous discussions in D2L and actively participate in the whole-class Adobe Connect sessions in order to fully benefit from the collaborative knowledge building community. While the course has been

designed with a definitive structure regarding topics for discussion, readings and assignments, it should also be understood that student interests will shape the discourse and discussion.

The role of the instructor is to facilitate the work, and to support students as they engage in the learning tasks. The instructor will also provide students with ongoing, timely, and constructive feedback to further their learning and growth related to technological literacies.

To get the most out of the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous whole-class Adobe Connect sessions. If students are *unable to participate live* due to the time difference or unforeseen circumstances, they are asked to please inform the instructor in advance, and propose and implement a plan to participate (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). We recognize the importance of working in collaboration with others, and learning with others in a scholarly community of inquiry, and have designed learning tasks accordingly. Active participation is encouraged, and will yield the greatest outcomes in terms of the quality of the learning experience.

#### REQUIRED TEXT

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

#### REQUIRED READINGS/VIEWINGS

Brichacek, A. (2014). Infographic: citizenship in the digital age. Retrieved from: <http://www.iste.org/explore/articleDetail?articleId=192>

Casa-Todd, J. (2018). Reflections on digital citizenship. *Teacher Librarian*, 45(3), 15-18. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2015787690?accountid=9838>

Choi, M., Glassman, M., & Cristol, D. (2017). What it means to be a citizen in the internet age: Development of a reliable and valid digital citizenship scale. *Computers & Education*, 107, 100-112.

Hanna, B., Kee, F., & Robertson, B. (2017). Positive impacts of social media at work: Job satisfaction, job calling, and facebook use among co-workers. *SHS Web of Conferences*, 33, 12.

Hartwell, A. (2013a, March 31). *Twitter in the classroom: Paper tweets*. Retrieved online from <https://wordpress.com/posts/amberhartwell.wordpress.com>

Hartwell, A. (2013b, December 12). *How can Twitter be used to support my learning?* Retrieved online from <https://wordpress.com/posts/amberhartwell.wordpress.com>

Hartwell, A. (2014, February 11<sup>th</sup>). *Digital citizenship policy building*. Retrieved online from <https://amberhartwell.wordpress.com/2014/02/11/digital-citizenship-policy-building/>

McRae, P. (2018). *Growing up digital Alberta: Parent and grandparent perspectives on digital technology, health and learning*. Retrieved online from <https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/About-the-ATA/Education%20Research/Promise%20and%20Peril/COOR-101-10-1%20GUD%20Phase%202%20-%20Infographic%202018%20%28web%29.pdf>

O'Keeffe, G. (2016). Social media. *Pediatric Clinics of North American*, 63(5), 841-849.

Ohler, J. (2012). Digital citizenship means character education for the digital age. *Education Digest*, 77(8), 14-17.

Oxley, C. (2011). Digital citizenship: developing an ethical and responsible online culture. Access (10300155), 25(3), 5-9.

Searson, M., Hancock, M., Soheil, N., & Shepher, G. (2015). Digital citizenship within global contexts. *Education and Information Technologies*, 20(4), 729-741.

Tuten, T., & Angermeier, W. (2013). Before and beyond the social moment of engagement: Perspectives on the negative utilities of social media marketing. *Gestion 2000*, 30(3), 69-76.

Twenge, J. (2017, November 14). *With teen mental health deteriorating over five years, there's a likely culprit*. Retrieved online from <https://theconversation.com/with-teen-mental-health-deteriorating-over-five-years-theres-a-likely-culprit-86996>

William C. Smith, Pablo Fraser, Volha Chykina, Sakiko Ikoma, Joseph Levitan, Jing Liu & Julia Mahfouz (2017) Global citizenship and the importance of education in a globally integrated world, Globalisation. *Societies and Education*, 15(5) 648-665.

**SUPPLEMENTARY ONLINE RESOURCE (AVAILABLE FREE OF CHARGE)**

Basics of APA Style (Tutorial): <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

**WEEKLY COURSE SCHEDULE:**

A detailed, suggested daily schedule of Course Topics / activities. This schedule may change to meet the emerging needs and dynamics of the participants in the course.

DATE	TOPIC	READINGS AND TASKS	IMPORTANT DATES
Week 1 May 14 - 20	Introduction	<p><b>Task: Adobe Connect Session #1</b></p> <ul style="list-style-type: none"> <li>Introduction and discussion group set-up in Desire2Learn.</li> </ul> <p><b>Readings:</b> Hartwell, A. (2014, February 11<sup>th</sup>). <i>Digital citizenship policy building</i>. Retrieved online from <a href="https://amberhartwell.wordpress.com/2014/02/11/digital-citizenship-policy-building/">https://amberhartwell.wordpress.com/2014/02/11/digital-citizenship-policy-building/</a></p> <p>Searson, M., Hancock, M., Soheil, N., &amp; Shepher, G. (2015). Digital citizenship within global contexts. <i>Education and Information Technologies</i>, 20(4), 729-741.</p> <p>William C. Smith, Pablo Fraser, Volha Chykina, Sakiko Ikoma, Joseph Levitan, Jing Liu &amp; Julia Mahfouz (2017) Global citizenship and the importance of education in a globally integrated</p>	<b>Adobe Connect Session #1:</b> Tuesday, May 15, 2018 at 6pm (MST)

		world, Globalisation. <i>Societies and Education</i> , 15(5) 648-665.	
Week 2 May 21 - 27	How Social Networks are Being Used: Issues and/or Challenges	<p><b>Task: Group A Posts</b></p> <p><b>Readings:</b> Choi, M., Glassman, M., &amp; Cristol, D. (2017). What it means to be a citizen in the internet age: Development of a reliable and valid digital citizenship scale. <i>Computers &amp; Education</i>, 107, 100-112.</p> <p>Tuten, T., &amp; Angermeier, W. (2013). Before and beyond the social moment of engagement: Perspectives on the negative utilities of social media marketing. <i>Gestion 2000</i>, 30(3), 69-76.</p> <p>Twenge, J. (2017, November 14). <i>With teen mental health deteriorating over five years, there's a likely culprit</i>. Retrieved online from <a href="https://theconversation.com/with-teen-mental-health-deteriorating-over-five-years-theres-a-likely-culprit-86996">https://theconversation.com/with-teen-mental-health-deteriorating-over-five-years-theres-a-likely-culprit-86996</a></p>	Victoria Day May 21, 2018 (University Closed)
Week 3 May 28 – June 3	How Social Networks are Being Used: Issues and/or Challenges	<p><b>Task: Group B Posts</b></p> <p><b>Readings:</b> Brichacek, A. (2014). Infographic: citizenship in the digital age. Retrieved from: <a href="http://www.iste.org/explore/articleDetail?articleid=192">http://www.iste.org/explore/articleDetail?articleid=192</a></p> <p>O'Keeffe, G. (2016). Social media. <i>Pediatric Clinics of North American</i>, 63(5), 841-849.</p> <p>Oxley, C. (2011). Digital citizenship: developing an ethical and responsible online culture. <i>Access (10300155)</i>, 25(3), 5-9.</p>	LT2 Due June 3 <sup>rd</sup> at 11:59pm
Week 4 June 4 - 10	How Social Networks are Being Used: Positive use of Technology	<p><b>Task: Group A Posts</b></p> <p><b>Readings:</b> Casa-Todd, J. (2018). Reflections on digital citizenship. <i>Teacher Librarian</i>, 45(3), 15-18. Retrieved from <a href="http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2015787690?accountid=9838">http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2015787690?accountid=9838</a></p>	

		<p>Hartwell, A. (2013a, March 31). <i>Twitter in the classroom: Paper tweets</i>. Retrieved online from <a href="https://wordpress.com/posts/amberhartwell.wordpress.com">https://wordpress.com/posts/amberhartwell.wordpress.com</a></p> <p>Hartwell, A. (2013b, December 12). <i>How can Twitter be used to support my learning?</i> Retrieved online from <a href="https://wordpress.com/posts/amberhartwell.wordpress.com">https://wordpress.com/posts/amberhartwell.wordpress.com</a></p>	
<p>Week 5 June 11 – 17</p>	<p>How Social Networks are Being Used: Positive use of Technology</p>	<p><b>Task: Group B Posts</b></p> <p><b>Readings:</b>  Hanna, B., Kee, F., &amp; Robertson, B. (2017). Positive impacts of social media at work: Job satisfaction, job calling, and facebook use among co-workers. <i>SHS Web of Conferences</i>, 33, 12.</p> <p>McRae, P. (2018). <i>Growing up digital Alberta: Parent and grandparent perspectives on digital technology, health and learning</i>. Retrieved online from <a href="https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/About-the-ATA/Education%20Research/Promise%20and%20Peril/COOR-101-10-1%20GUD%20Phase%20%20-%20Infographic%202018%20%28web%29.pdf">https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/About-the-ATA/Education%20Research/Promise%20and%20Peril/COOR-101-10-1%20GUD%20Phase%20%20-%20Infographic%202018%20%28web%29.pdf</a></p> <p>Ohler, J. (2012). Digital citizenship means character education for the digital age. <i>Education Digest</i>, 77(8), 14-17.</p>	<p><b>Adobe Connect Session #2:</b> Tuesday, June 19, 2018 at 6pm (MST)</p>
<p>Week 6 June 17 - 23</p>	<p>Peer Feedback</p>	<p><b>Task: Peer Feedback Loop</b></p> <ul style="list-style-type: none"> <li>Students are to post their drafts presented in our Adobe Connect Session #2 and provide feedback to at least 2 peers.</li> </ul>	
<p>Last Day of Term June 26</p>			<p><b>LT3 Due June 26 at 11:59pm</b></p>

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur in response to student questions and conversations.

**LEARNING TASKS AND ASSESSMENT**

There are three required Learning Tasks for this course. All learning tasks need to be completed for a passing grade in the course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task #1	Scholarly Community of Inquiry and Knowledge Building	40%	Individual and Group
Learning Task #2	Technology in Action - Proposal	20%	Individual
Learning Task #3	Technology in Action	40%	Individual

### LEARNING TASK 1: Scholarly Community of Inquiry and Knowledge Building (40%)

**DUE DATE:** Ongoing until the end of the course  
Self-Assessment DUE DATE: June 26<sup>th</sup>, 2018

#### Description:

For this task, students will engage as one collective group over the duration of the course. Drawing from the required course readings listed above, students will be responsible for curating two posts to share with the scholarly community. Your posts will draw from real-world case studies, and will be grounded on the following theme:

#### *How Social Networks are Being Used*

The first post, for weeks 2 and 3, will highlight issues and/or challenges that have arisen, impacting what is happening in today's world. For example, the Tide Pod Challenge. The second post, for weeks 4 and 5, will highlight the positive use of technology to support citizenry, impacting what is happening in today's world. For example, gun control. Your blog post must be literature-informed, drawing from required readings for this course, readings from previous coursework, and/or relevant resources you have found. Please compose your response using the following framework:

- Overview
- How the exemplar influences/affects citizenry in a digital age
- Moving forward, what can we learn from this to foster responsibility and citizenry in our current context?

Class members are expected to respond to at least two peer postings each. At the end of week 6, each student will provide a *self-assessment to the instructor using the dropbox in D2L*.

Students are expected to engage fully in the online community of inquiry through original posts that clearly reflect that they have reviewed course readings, reflected critically on what they have read, and that they are engaging with peers in collaborative and supportive dialogue. You are expected to post your response to the topic no later than the end of the week, as outlined in the weekly schedule and posted in D2L. Responses to peers can take place the same week or during the following week.

Posts should clearly demonstrate that students are building knowledge, and putting new ideas and questions forward. Students are expected to be pro-active in finding and citing additional scholarly material to enrich the discussion and to increase idea diversity. As part of the knowledge building community, students are also expected to respond to their peers about the work they share, to build and extend upon their ideas, and to dialogue with their peers about their questions/ideas posted about the readings.

Students are expected to demonstrate deep levels of scholarly discourse, and a deepening mastery of the topic. Grades will be based on both the scholarly sophistication of their contributions, as well as their demonstration that they are actively engaging with others and nurturing an online community of ongoing, research-informed dialogue.

### Assessment Criteria:

To get credit for engagement in the scholarly community of inquiry, students are expected to contribute to the weekly discussions regularly and in a timely manner. Learning Task #1 will be graded throughout the course using the Criteria for Scholarly Knowledge Building Rubric.

Students are asked to post the self-assessment for this task in the Dropbox on or before June 26<sup>th</sup>, 2018. The self-assessment can include a copy of the rubric, with highlights and a one-page document with evidence of meeting the criteria in the rubric (i.e. citing dates of posts or providing excerpts of responses provided to peers).

### Rubric:

Online Discussions	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Constructive use of authoritative Sources &amp; Scholarly Writing</b>	<p>Discussion postings provide superficial information and insight. They exhibit little evidence of analysis and connections among issues, readings, discussion, and personal context/situations.</p> <p>Writing is not scholarly. APA style is not used to cite sources or limited adherence to APA standard.</p>	<p>Discussion postings provide some basic information and insight. They exhibit some analysis and attempts of making connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in mostly scholarly style but requires editing to achieve clarity. Use of APA style requires editing.</p>	<p>Discussion postings provide substantial information and insight. They exhibit evidence of analysis, and make some connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in mostly scholarly style. Consistent use of APA style with some editing required.</p>	<p>Discussion postings are succinct, but rich in content helping others build knowledge and deepen their understanding. They are not only full of thought, insight, and critical analysis, but also make clear connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in clear and scholarly manner. Consistent use of APA style and citation protocols for all sources.</p>
<b>Idea Diversity Democratizing Knowledge</b>	<p>Discussion postings are sparsely made in untimely manner and seldom provide new insights to the discussions. You seldom put forward or discuss new ideas. You add contribution with little recognition of others in the group or contribute</p>	<p>Discussion postings are often made in timely manner and sometimes provide new insights to the discussions. You play a role in discussing ideas to create a dynamic learning environment.</p>	<p>Discussion postings are mostly made in timely manner and often provide new insights to the discussions. You play an active role in putting forward different ideas to create a dynamic learning environment. You recognize and</p>	<p>Discussion postings are made in timely manner and consistently provide new insights to the discussions. You play an active role in putting forward different ideas to create a dynamic environment in which contrasts, competition and complementarity of ideas is evidence for ideas to evolve into new</p>

	late/not at all and therefore outside of the discourse.		praise everyone's work and help others find needed information.	and more refined forms. You treat all participants as legitimate contributors to the shared goals of the community; all have a sense of ownership of knowledge advances achieved by the group.
<b>Improvable Ideas &amp; Fostering Knowledge Building Discourse</b>	<p>The replies to other's postings are sparsely made and seldom:</p> <ul style="list-style-type: none"> <li>Extend other postings</li> <li>Motivate the group for extended discussion</li> <li>Serves to identify or defend different points of view</li> </ul> <p>You accept or reject ideas as truth with little or no discussion to further argument or seek explanations and evidence.</p>	<p>The replies to other's postings sometimes:</p> <ul style="list-style-type: none"> <li>Extend other postings</li> <li>Motivate the group for extended discussion</li> <li>Serves to identify or defend different points of view</li> </ul> <p>You treat some ideas as improvable, sometimes informed by some argument and evidence.</p>	<p>The replies to other's postings often:</p> <ul style="list-style-type: none"> <li>Extend other postings</li> <li>Motivate the group for extended discussion</li> <li>Serves to identify shared problems and gaps in understanding.</li> </ul> <p>You treat all ideas as improvable, informed by argument and evidence.</p>	<p>The replies to other's postings frequently:</p> <ul style="list-style-type: none"> <li>Extend other postings</li> <li>Motivate the group for extended discussion</li> <li>Serves to engage peers in scholarly discourse, identify shared problems and gaps in understanding to advance group understanding.</li> </ul> <p>You treat all ideas as improvable by aiming to mirror the work of great thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.</p>
<b>Scholarly Discourse and Presentation during Synchronous Sessions</b>	<p>Discourse during synchronous sessions is limited and seldom helps to identify or defend different points of view.</p> <p>Ideas shared do not demonstrate insights from the course readings.</p> <p>Does not demonstrate understanding of topics.</p>	<p>Discourse during synchronous sessions serves to identify or defend different points of view.</p> <p>Present ideas demonstrating insights from some of the course readings.</p> <p>Demonstrates some understanding of topics.</p>	<p>Discourse during synchronous sessions serves to identify shared problems and gaps in understanding.</p> <p>Present ideas drawing on readings from the course.</p> <p>Demonstrate scholarly engagement, understanding of topics and leadership of</p>	<p>Discourse during synchronous sessions is literature-informed and serves to engage peers, identify shared problems and gaps in understanding and to advance group understanding.</p> <p>Present literature-informed ideas drawing on readings from the course and extended through other relevant sources.</p> <p>Demonstrate deep scholarly engagement, mastery of topics, and model leadership of a knowledge building community.</p>



	<p>When unable to participate live, limited contributions made to pre and post synchronous session activities (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>When unable to participate live, inform the instructor in advance and contribute to some of the pre and post synchronous activities (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>knowledge building community.</p> <p>When unable to participate live, inform the instructor in advance and enact a plan to contribute pre and post synchronous session (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>When unable to participate live, inform the instructor in advance and enact a coherent plan to contribute pre and post synchronous session (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>
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**LEARNING TASK 2: (20%)**

**DUE DATE:** June 3<sup>rd</sup>, 2018

**Description: Technology in Action - Proposal**

Everyone has a role in fostering digital citizenry. For this task, you will propose a plan to address the following: *How will you lead technology in action in your current context?* First, you are expected to provide an overview of you current context (age group, socio-economic status, learner characteristics, etc.). Next, identify and target an area in need of revision or growth to further support safe and ethical use of technology. Then, provide a literature-informed rationale as to why the area you have chosen is both important and challenging. Last, identify how you intend to address the chosen area. The assignment can vary, including the development of a lesson plan, multi-media video, work-place policy, research instrument, or parent resource. Be sure to identify the learning outcomes, and describe fully the learning activity, the implementation plan, and the benefits and challenges of the chosen method/tool. For example:

- I am currently a grade 8 teacher in an urban middle school. Located in Calgary, Alberta, the school includes 550 students, 25 teachers, 4 certified education assistants, one assistant principal and one principal. The school is fortunate to have various technologies available to support learning. There are two computer labs, 90 iPads and a guest network allowing for*

*BYOD. Technology is regularly incorporated into student learning. However, while students and parents are required to adhere by a district technology use policy, there is a lack of understanding and common language in my school when discussing digital citizenship with students. For example...*

- o *Scholarly definition of digital citizenship*
- o *Literature proving the effectiveness of common language in an educational or business setting.*
- o *Literature supporting the need for digital citizenship education*
- o *Literature highlighting the challenges of building digital citizenry, digital citizenship education, etc.*

*To address this need, I intend to design a professional development session for all staff, with the intention of building understanding on what digital citizenship is. I intend to have teachers explore the different elements that encompass digital citizenship, and define each element according to our specific context. Specific learning outcomes include... The intent is this will develop not only a unified understanding, but a common language as well. The session will be designed as a 90-minute activity. Benefits of professional development include... Challenges of professional development include...*

#### **Assessment Criteria:**

You will share your draft in our Adobe Connect Session #2 to your studio groups. Here, you will provide an overview of your task, tool, and revisions. In this setting, you will provide feedback to each other prior to final submission.

Your proposal must be posted in the corresponding discussion forum, titled "Technology in Action – Proposal" by midnight on June 3<sup>rd</sup>, 2018.

Assessment for this task will be based on the following categories:

- Organization and structure of writing
- Application of Literature
- Chosen Method/Tool
- Scholarly writing

#### **Rubric:**

Online Discussions	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Organization and Structure</b>	A title page, title, and/or running head are missing.  No clear structure is discernible.	A title page, title a table of contents and a running head are provided.  The purpose of the proposal is articulated.	A title page with a clear title, an organized table of contents and a properly formatted running head are provided.  The purpose of the proposal is clearly identified early in the	Includes APA style title page and running head. Title provides a clear, powerful invitation describing report, suggesting argument or implications.  The value of the proposal is described early in the report with

	Target area in need of revision or growth to further support safe and ethical use of technology is unclear, vague or missing.	Headings are used to guide the reader.  Target area in need of revision or growth to further support safe and ethical use of technology is adequate.	report with a roadmap and proposal is organized with clear headings.  Target area in need of revision or growth to further support safe and ethical use of technology is clearly articulated.	a clear "road map" provided to the reader. The body of the proposal flows logically and includes sections with clear labels.  Target area in need of revision or growth to further support safe and ethical use of technology is thoroughly and thoughtfully articulated.
<b>Application of Literature</b>	Grounding of proposal in literature superficial.  Analysis of literature limited in scope.  Benefits and challenges of implementation are vague.  Students' own voice, perspective and understanding is ineffective.	Basic grounding of proposal in research literature.  A simple analysis of literature. The importance and challenges of target area chosen are simple and predictable.  Students' own voice, perspective and understanding is simple.	Strong grounding of proposal in research literature.  A strong analysis of literature. The importance and challenges of target area chosen are both logically integrated, connecting to the identified context.  Clear evidence of students' own voice, perspective and understanding.	Exceptional grounding of proposal in research literature.  Exceptional critical analysis of literature. The importance and challenges of target area chosen are both comprehensively integrated, connecting to the identified context.  Compelling use of students' own voice, perspective and understanding.
<b>Chosen Method/Tool</b>	Rationale for chosen method/tool is vague or missing.  Learning outcomes are vague or missing.  Implementation plan does not adequately demonstrate method/tool will be executed.	Basic rationale of chosen method/tool.  Learning outcomes are simple or basic.  Implementation plan is basic.	Clear rationale of chosen method/tool.  Learning outcomes are clearly articulated.  Implementation plan is logical.	Thoughtful and critical rationale of chosen method/tool.  Learning outcomes are articulated with care and consideration towards the chosen method/tool.  Implementation plan is comprehensive, identifying possibly barriers or restrictions.
<b>Scholarly Writing</b>	Writing is not scholarly. APA style is not used to cite sources or limited	Written in mostly scholarly style but requires editing to achieve clarity. Use	Written in mostly scholarly style. Consistent use of APA	Written in clear and scholarly manner. Consistent use of APA

	adherence to APA standard.	of APA style requires editing.	style with some editing required.	style and citation protocols for all sources.
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**LEARNING TASK 3: (40%)****DUE DATE:** June 26<sup>th</sup>, 2018**Description: Technology in Action**

This assignment is a continuation of learning task 2. Building upon your proposed action plan, you will devise the method/tool to assist you in addressing the question, *how will you lead technology in action in your current context?* This product will vary, depending on your chosen action. For example, if you proposed to develop a staff development session, you will plan out that session and accompanying resources, such as agenda, handout, slides, supply list, draft email to participants, proposal to administrator, etc. Alternatively, if you chose to develop a survey, you will provide a prototype, devise a timeline for implementation, and a method for data analysis. A completed task will include:

- an overview of your current context (age group, socio-economic status, learner characteristics, etc.).
- a description of target area in need of revision or growth to further support safe and ethical use of technology.
- a list of learning outcomes.
- a full description of the learning activity and/or prototype.
- accompanying resources.
- a plan for the dissemination of results.

**Assessment Criteria:**

You will share your plan/tool with the class in our final Adobe Connect Session on Tuesday, June 19<sup>th</sup>, 2018. In this setting, you will also provide feedback to each other prior to final submission.

Your final draft must be posted in the discussion thread titled "Technology in Action" by midnight on June 26<sup>th</sup>, 2018.

Assessment for this task will be based on the following categories:

- Organization and structure
- Development of method/tool
- Presentation as scholarship
- Proper citation of all sources

**Rubric:**

Online Discussions	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
	A title page, title, and/or running head are missing. Appendices are missing or	A title page, title a table of contents and a running head are provided. Appendices are included with some	A title page with a clear title, an organized table of contents and a properly formatted running head are	Includes APA style title page and running head. Title provides a clear, powerful invitation describing

<b>Organization and Structure</b>	<p>inadequately formatted in task.</p> <p>No clear structure is discernible. Learning outcomes are vague or missing.</p>	<p>attention to APA guidelines.</p> <p>The purpose of action plan is articulated. Learning outcomes are simple or basic.</p>	<p>provided. Appendices are formatted according to APA guidelines.</p> <p>The purpose of action plan is clearly identified early in the report with a roadmap and learning outcomes.</p>	<p>report, suggesting argument or implications. Appendices are accurately formatted according to APA guidelines.</p> <p>The value of action plan is described early in the report with a clear "road map" and learning outcomes.</p>
<b>Method/Tool</b>	<p>A description of learning activity and/or prototype is vague or missing.</p> <p>A list of resources has been procured, but is limited in scope.</p> <p>Resources created are unclear, with limited or no consideration to privacy, ethics and employer policy.</p> <p>A plan for dissemination of results is vague or missing.</p>	<p>A basic description of learning activity and/or prototype has been provided.</p> <p>A basic list of resources has been procured, including, but not limited to agenda, timeline, handout, slides, supply list, draft emails, data analysis template, and/or proposal to administrator.</p> <p>All resources created are basic, with some consideration to privacy, ethics and employer policy.</p> <p>A basic plan for dissemination of results has been articulated.</p>	<p>A clear description of learning activity and/or prototype has been provided, including possible challenges that may arise.</p> <p>A strong list of resources has been procured, including, but not limited to agenda, timeline, handout, slides, supply list, draft emails, data analysis template, and/or proposal to administrator.</p> <p>All resources have been created, paying attention to detail, considering privacy, ethics and employer policy.</p> <p>A detailed and clear plan for dissemination of results has been articulated.</p>	<p>A comprehensive and detailed description of learning activity and/or prototype has been provided, including possible challenges that may arise.</p> <p>A thoughtful and comprehensive list of resources has been procured, including, but not limited to agenda, timeline, handout, slides, supply list, draft emails, data analysis template, and/or proposal to administrator.</p> <p>All resources have been created, paying close attention to detail, privacy, ethics and employer policy.</p> <p>A thoughtful and comprehensive plan for dissemination of results has been articulated.</p>

<b>Presentation as a Scholarship</b>	<p>Presentation is not scholarly. Areas of requested feedback are unclear, or were not requested.</p> <p>Feedback to peers is limited, or student did not participate.</p>	<p>Presented in mostly scholarly style but requires editing to achieve clarity. Presenter provides basic parameters to peers for feedback.</p> <p>Provides some actionable feedback to peers.</p>	<p>Presented in mostly scholarly style. Presenter provides peers with areas for feedback.</p> <p>Provides realistic and actionable feedback to peers.</p>	<p>Presented in clear and scholarly manner. Presenter provides peers with specific areas for feedback.</p> <p>Provides specific, realistic, constructive and actionable feedback to peers.</p>
<b>Scholarly Writing</b>	<p>Writing is not scholarly. APA style is not used to cite sources or limited adherence to APA standard.</p>	<p>Written in mostly scholarly style but requires editing to achieve clarity. Use of APA style requires editing.</p>	<p>Written in mostly scholarly style. Consistent use of APA style with some editing required.</p>	<p>Written in clear and scholarly manner. Consistent use of APA style and citation protocols for all sources.</p>

## GRADUATE PROGRAMS IN EDUCATION: GRADING SCALE

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

\*Based upon Faculty of Graduate Studies 2017/2018 Calendar

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

### **Werklund School of Education Appeals Policy and Process**

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

### **Graduate Programs in Education Deferral of Term Work Policy**

- URL: [https://werklund.ucalgary.ca/gpe/files/gpe/deferral-of-term-work-for-instructors-students\\_final\\_0.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/deferral-of-term-work-for-instructors-students_final_0.pdf)

### **Universal Student Ratings of Instruction (USRIs)**

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

### **Student Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, [ucalgary.ca/wellnesscentre/counselling/personal/](http://ucalgary.ca/wellnesscentre/counselling/personal/)) and the Campus Mental Health Strategy website ([ucalgary.ca/mentalhealth](http://ucalgary.ca/mentalhealth)).

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gso.html>
- **Intellectual Honesty:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gsm.html>
- **Integrity:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gsr.html>
- **Research Ethics:** <http://www.ucalgary.ca/research/researchers/ethics-compliance>
- **My Grad Skills:** <http://grad.ucalgary.ca/mygradskills>
- **Intellectual Property:** <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- **Student Success:** <http://www.ucalgary.ca/ssc/>
- **Graduate Students' Association:** <https://gsa.ucalgary.ca>
- **Student Ombuds Office:** <https://www.ucalgary.ca/ombuds/>
- **Campus Mental Health resources & SU Wellness Centre:** <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>
- **Campus Mental Health Strategy:** <http://ucalgary.ca/mentalhealth/>

### **Graduate Studies Calendar, Excerpts on Plagiarism:**

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course

(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.
2. Disciplinary probation.
3. Suspension.
4. Expulsion.

**Copyright:** All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

**Academic Accommodations** – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

#### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.